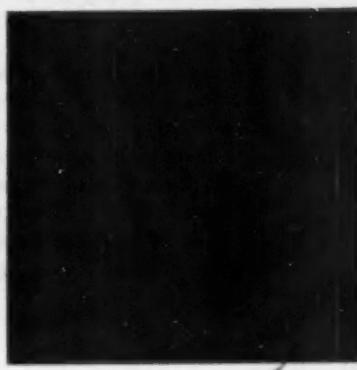
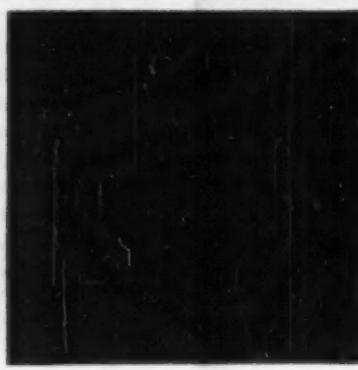
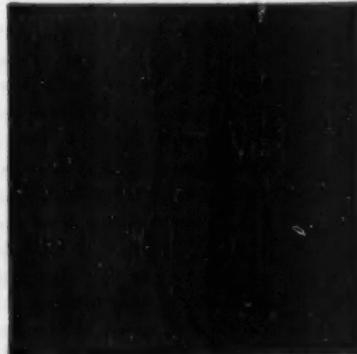
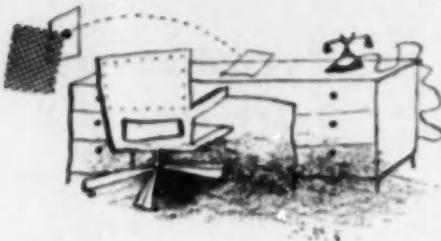


**FEBRUARY 1951**

*In a Danish Folk School*  
(page 16)

## *The American Teacher*





## *Loyalty oaths*

FOR months teachers in many areas of the nation have been subjected to undue pressures to compel them to sign arbitrary loyalty oaths. These have been imposed by state legislatures, by local and state boards of education, and by administrative councils. The acceptance and signing of these have been erratic, with, at times, the eventual signing under protest. Teachers, however, are a loyal group—by their very choice of work they have demonstrated a high regard for the social, political, and economic well-being of the nation and its people. To foist ambiguous, constricting affirmations upon them makes a travesty of this basic loyalty, for teachers realize, perhaps more than others, the inadequacy and ridiculousness of attempting to define "loyalty"—let alone build a house of words to which anyone in our nation should give unlimited and blind devotion.

Make no mistake; we believe firmly in the positive attitude of loyalty—it is a worthy trait, and a satisfying emotional experience. What the lay apostle of "our" loyalty would forget, it seems, is that loyalty cannot be imposed—it wells from within.

We, as teachers, have accepted a unique responsibility in our society—the responsibility to teach the young, to develop their powers to reason and evaluate, and to aid in the construction of *their* values. That responsibility must inevitably supersede all others, and is in no way incompatible with the freedoms inherent in our democratic process. In fact, the success of the democratic process rests squarely upon the continuing ability of the people to reason, to evaluate, and to preserve the greater values.

Therefore, we have rejected the compulsion to sign so-called loyalty oaths concerning the

content of which we have had little, if anything, to say.

1. We reject them because they do not create loyalty, nor do they test it. A person disloyal to our nation would in no way hesitate to perjure himself to preserve his opportunity to oppose with violence. The act of signing is of no significance in and of itself—the only proof of disloyalty lies in demonstrable action against the "good and welfare" of our people.

2. We reject them because they tend to inhibit independent thinking. We would choose to keep democracy virile and strong by the exercise of its "rightness," not weaken it by overprotection. Imposed control of thought is deadly, for it removes the possibility of learning to examine and to make reasonable change.

3. We reject them because they beget fear and hysteria. The school that operates in an atmosphere of suspicion, with teacher against teacher, public against teacher, and teacher against public, is working under conditions which make real education impossible. Confidence and trust are prerequisites for a satisfying learning experience for children. The school and the individual teacher must recognize prejudice and suspicion as such and replace them with objectivity and confidence. To do this one does not retreat from the thresholds of our social and economic problems—as such oath taking is wont to make us do.

4. We reject them because they set us apart from other citizens in the community. Teachers have too long been treated as a special breed. Certainly the same controls and demands should be made of teachers as are made of all other people. As to the rights and responsibilities of our job—let us set these ourselves! The schools belong to the people in the sense that hospitals belong to the people; but teachers and doctors

*(Continued on page 23)*

FEBRUARY 1951

# The American Teacher

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### *Professional Progress in Holland and Belgium*

At the conference of the International Federation of Teachers Associations in Amsterdam last August, we had the pleasure of meeting Mr. Leendert Breure, one of the outstanding leaders of the Dutch Teachers Association, and of discussing with him such subjects as professional standards and working conditions of teachers in Holland and Belgium as compared with those in the United States. When Mr. Breure was in Chicago recently on a professional assignment, he was our guest during the Christmas holidays and thus gave us the welcome opportunity to continue our discussion. (See page 31.) Some of the information which he gave us is presented here.

#### **teacher tenure in Holland**

In general teacher tenure is no problem in Holland, since teachers are employed for life. Dismissals for political reasons or for other unjust causes are practically unknown in the Netherlands. Teachers may be dismissed if inefficiency actually exists, but "trumped up" charges of inefficiency are unknown.

In case a teacher is not needed because of a lack of pupils or a shift in curriculum and is not re-employed in that position or in another teaching position, he receives his full salary for a period of three months and 60% of his salary for as many years as he has taught.

#### **teachers' pensions in Holland and Belgium**

Teachers' pensions in Holland are generally far better than those in the United States. The basic objective of the pension plan in Holland is to provide, at age 65, 70% of the maximum salary received by the teacher. To obtain the full 70% a teacher must serve for 40 years. In

case a teacher is disabled for a reason connected with his work as a teacher, he may retire before age 65 at 70% of his salary. If he is disabled for a reason which is not connected with his work as a teacher, he may retire, before age 65, at a reduced pension based on the number of years of service.

Teachers contribute only 2% of their salaries to the pension fund and the remaining cost is paid by the government. The teachers are working to have the 2% contribution eliminated, since they take the position that the entire cost of teachers' pensions should be paid by the employer.

In Belgium the teachers' pension system is even superior to that in Holland. Belgian teachers also receive 70% of their maximum salaries at age 65, but more liberal provisions are made for retirement at earlier ages. In Belgium, as in Holland, liberal pension systems for teachers are based on the philosophy that security for the teachers results in more efficient teaching.

#### **salaries in Holland**

It is extremely difficult to make accurate comparisons of salaries of teachers of different nations because of the variation in purchasing power of national currencies. In the United States, however, it may be stated that the average income for all classroom teachers of the nation is about that of an unskilled worker in the industrial section of the Northern states and far below that of highly skilled workers. In Holland, on the other hand, the salary status of the teacher is considerably above that of skilled workers.

Men and women receive the same salary if they have the same experience and training. Salaries of secondary school teachers are higher than those of elementary teachers because secondary school teachers are required to have four more years of training than elementary teachers.

#### **pay and a half for summer vacations in Belgium**

The government in Belgium has established a forward looking and sensible vacation policy for teachers. Teachers are paid *not only their full salaries during summer vacation but an additional fifty percent of their salaries* in order to make it possible for them to travel, engage in

*(Continued on page 23)*

by **Herbert J. Max**

*President of Local 540, Rockford, Illinois and member of the AFT Committee on Cooperatives*

# A Program for a Teachers' Institute

**A**MONG many AFT locals there has been developing a trend toward sponsoring educational meetings or institutes. In the State of Illinois the county superintendent of schools is required by law to hold at least three institutes a year. He may plan the institute program himself or he may designate a meeting planned by some other group as an institute program. In many counties the state education association plans one of the meetings; in others, industry and business plan a day for the teachers; in still others, the union teachers plan their own institute program. For about four years now the union teachers of Winnebago County have held their meetings apart from the education association meetings.

To plan for a successful institute program takes the time and effort of a group of energetic and resourceful teachers. If the institute is to be an annual affair, new ideas must be developed each year so that the teachers will not be

"bored." The program must be geared to hold the attention of the world's most critical audience—teachers. It would be a help to all institute planning groups if the AFT had a list of prepared programs. It was with this thought in mind that the suggestion was made at a joint meeting of the AFT Committee on Cooperatives and a committee from the Cooperative League of the United States to plan an institute program entitled "Roads to a Broader Economic Democracy." Since the Winnebago County locals at that time were planning an institute program, it was suggested that their meeting be used as the experimental meeting. The Cooperative League, through its Executive Secretary, Jerry Voorhis, volunteered to plan the program and help defray part of the expenses.

The meeting was held in Rockford, Ill., on Oct. 20, 1950. The meeting was chaired by Arthur G. Larson, a charter member of Local 540. The first speaker, the Rev. Francis McPeek, Industrial Relations Secretary of the Congregational Church, talked on the subject: Highlights of the Operation of our American Economy. He laid a broad foundation of economic facts for the remainder of the institute.

*The Rev. Francis McPeek, first speaker on the institute program, and Arthur G. Larson, chairman of the meeting.*



*Jerry Voorhis, executive secretary of the Cooperative League, Dr. C. Maurice Wieting, and I. E. Parrott—Institute speakers.*





*Jerry Voorhis conducting one of the discussion groups on cooperative health plans and insurance.*

*For information on how your local can present an institute program on cooperatives, write to the AFT national office in Chicago.*

Mr. I. E. Parrott, Public Relations Director for the Illinois Agricultural Association, followed the Rev. McPeek with a discussion of the relations between farmers and urban people. Jerry Voorhis, Executive Secretary of the Cooperative League, then told of the place of cooperatives in the American economy. For the concluding number of the morning session Mr. Seth Fisher, Education Director of the Midland Cooperative Wholesale, showed and commented upon a film strip which graphically depicted the operation of the cooperative store run by the students at Skokie Junior High School in Winnetka, Illinois.

The afternoon session was opened by showing the movie: *What Is a Co-op?* This was followed by a short talk by Dr. C. Maurice Wieting, Vice-President and Education Director of the Ohio Farm Bureau Cooperative Association, in which he stressed the importance of including factual material on cooperatives in many different courses.

#### **Five lively discussion groups**

The teachers then divided themselves into five discussion groups as follows:

1. Cooperatives and the School Curriculum, led by Dr. Wieting and Mr. Fisher.
2. Credit Unions, led by Mr. John Colby of the Credit Union National Association.
3. Cooperative Food Stores, led by Mr. Hugh Bogardus, Manager of the Grocery Department of National Cooperatives.
4. Cooperative Housing, led by Mr. James Cassels, President of Cooperative Residences of Chicago.
5. Cooperative Health Plans and Insurance, led by Jerry Voorhis.

Discussion on each of these subjects was lively and the time—only about 40 minutes—allotted to this part of the institute was far too short. After these discussions the teachers reassembled. Mr. Colby then gave a short talk on the importance of credit unions, especially to teachers and other professional groups. Recorders chosen by each of the discussion groups then made their reports. A general discussion period followed.

What did the teachers think of the institute? A questionnaire was given to all of the teachers at the institute to evaluate the program. Several days and weeks before the institute, when the teachers learned that the topic was to be related to economics, many discouraging comments were received such as: "It certainly is going to be a dull and boring institute." So it was with a feeling of pleasant surprise that the results of the questionnaire were studied.

Only three teachers out of the entire group said that the institute was not worthwhile or instructive. All of the others approved, some enthusiastically, some moderately.

The speakers and leaders of the groups were men who are authorities in their respective fields. The program left many people wondering how the locals in Winnebago County could possibly attract such an array of talent. It was only through the cooperation of the Cooperative League, of which the AFT is now an affiliated member, that such a program could be obtained. But the service is there for all locals of the Federation. We now have one institute program ready which is interesting, informative, and instructive. It is a program which has passed the test given by an audience of teachers.

# People Helping Themselves

*"Let no one be deceived. Unless Western man is able to release himself from the degrading tyranny of his enslavement to the religion of economics, he is as certainly doomed to self-destruction as all the portents indicate. Man cannot live by bread alone. Physiologically, biologically, psychologically, and socially, he can retain his health and flourish only in love of, and cooperation with, his fellow man."*

ASHLEY MONTAGU—*On Being Human*, p. 115

By Jerry Voorhis

PROF. ASHLEY MONTAGU, in his best-selling book, *On Being Human*, thus expresses what more and more plain people, as well as scientists, are coming to realize: That, despite the seemingly desperate clashes and competition within our society, the deepest motivating force in all human society is cooperation.

Montagu says that humans live only through cooperation. Certainly the human race at this stage must find forms through which to make mutual aid a practical working tool in relationships of all kinds.

One such tool is the essence of mutual aid in economic life—the consumer cooperative. At Milwaukee in 1949 and again at Detroit in 1950 the AFT convention adopted strong resolutions endorsing cooperatives, calling upon union teachers to become active cooperative and credit union members, and recommending that "instruction in this method of business endeavor" be included in the curriculum of all teacher training institutions. By convention action also the AFT became a member organization of the Council for Cooperative Development, a joint co-op-union body set up to promote the development of consumer cooperatives, particularly among union members.

This was not the first time that an American union had endorsed cooperatives. Both the AFL and the CIO have done so repeatedly. So has many another union.

What was it all about? There are a good many teachers, no doubt, who have asked that question.

*Jerry Voorhis, Executive Secretary of the Cooperative League of the United States of America, was for many years a member of the U.S. House of Representatives from the 12th District of California. His record there is one of which anyone could be proud. While he was headmaster of the Voorhis School for Boys in San Dimas, California, he was a member-at-large of the AFT. At present he is devoting his efforts to the development of the cooperative movement.*

First of all the action of these conventions was about a movement in the United States that now numbers about 10,000,000 different families in its membership but concerning which there is comparatively little public knowledge.

There are 5,000,000 members of credit unions in the United States. They have joined credit unions because they felt a common need for an orderly method of saving and especially for low-interest credit in time of necessity. Some of them have joined because they want to keep control of their own savings and to build a pool of credit that will always belong to the people who built it.

There are about 4,500,000 policy-holders who are insured by mutual insurance companies organized by the people, operated as democratically as is humanly possible to do, and returning to policy-holders in dividends just as much as can safely be returned. Among such companies are Farm Bureau Mutuals of Ohio, Mutual Service Companies of St. Paul and CUNA Mutual of Madison.

There are more than 600,000 families in the United States who today receive a major portion of their medical care through cooperative

group health plans, hospitals, and clinics. These health cooperatives have been organized because groups of people have seen their common need for an orderly method of paying for adequate medical care, or because of sad experience with the old individualistic method of doing so, or because their communities just didn't have either health facilities enough or doctors enough, and cooperation was the one readily available way to get them.

#### **cooperatives exist in many fields**

About half-a-million American families have decided they wanted to have something to say about the quality and price of the food and other items they buy. They have organized, they own, and they control their consumer cooperative stores. Not all of these stores have proven successful. But if adequately capitalized by their members and loyally patronized, if served by highly competent management and doing a substantial volume of business—then cooperative stores do prove of real benefit not only to their own patrons but to people buying from their competitors as well.

Some 50,000 college students are reducing the cost of their education by living in cooperatively managed rooming houses, eating at cooperative cafeterias, buying their supplies at cooperative book stores.

About 1,000,000 families supply themselves with petroleum products from their own oil wells and refineries and through their own filling stations.

Some 20,000 families today own together cooperative housing projects in which they live and whereby they turn back into their own hands as home-owners what would otherwise be landlord's increment.

Then there are 3,000,000 members of rural electric cooperatives, 2,500,000 members of rural cooperative general stores and farm supply houses, 40,000 members of burial cooperatives, some 80,000 users of a cooperative union eye-care center in one large city—and many more.

#### **10,000,000 American families are members**

All in all, and allowing fully for duplications of memberships, there are at least 10,000,000 American families who have recognized a common need with other families like themselves and set up a non-profit cooperative enterprise to meet that need.



**JERRY VOORHIS**

There is no mystery or hokus-pokus about what these families have done. Certainly their action is in accord with the best of democratic tradition. Instead of having a few people with lots of money own all the business of the country and run it to make money for stockholders out of sales to consumers, the co-ops say that *part* of the business should be organized by a lot of people each subscribing a little capital and running the business to meet the needs of people at cost. In co-op business it is people who count rather than dollars. Hence each member has one vote in business meetings no matter how many shares he owns. For the same basic reason co-ops have open membership and achieve worthwhile human relations between all sorts and kinds of people without fanfare or excitement but simply by saying: "Come, let's own a business together."

The non-profit character of cooperatives is brought about not by price-cutting but by repaying to the patrons, at the end of each accounting period and in proportion to their patronage, their share of whatever margin of savings is left over after all costs have been paid. This is called the "patronage refund." It takes somewhat different forms in different kinds of cooperatives. But the principle is the same.

Cooperatives can exist only in a democratic nation. Every communist or fascist government that has come to power has either destroyed or "taken over" both trade unions and cooperatives among their very first acts. The reason is that such organizations can give to groups of the people real independent economic power. In

fact the cooperative method, used with wisdom and persistence, offers any group of people the opportunity to develop independent economic power whenever and wherever they want to.

This doesn't come, of course, quickly or easily, or to little co-ops. It comes only when co-ops have grown to a point where they do a significant percentage of business in their particular line and where they control at least *some* production as well as wholesale and retail distribution. In Sweden the cooperatives do about 4% of the manufacturing business, but this has been so placed as to break the hold of the most dangerous monopolies that have beset that country. And everyone knows the Swedish co-ops *could* do 14% or 24% of the manufacturing business if they decided to.

The reason for this is also the reason why the action of the AFT conventions is important. It is because over the years the Swedes have organized in cooperative memberships about 30% of the buying power of the nation. That's enough widespread ownership, enough control by the people themselves, to keep any economy democratic and free.

There is no need here to repeat the facts about the serious trend toward monopoly that has been going on in the United States for the past several decades. It is enough to say, to American teachers, that the method most immediately available to them of checking this trend is the gradual up-building of the ownership, volume of business, and strength of the cooperative segment of our economy.

#### **cooperatives encourage democratic participation**

With the world crisis deepening and the outlook toward the future darkening, men and women seek more earnestly for basic values to which they can cling. Freedom, made possible by the institutions of democracy is, for Americans, one such value. But freedom lives only as a people uses it and proves worthy of it. Unless the people actively participate day by day in the making of significant decisions that affect their lives, neither democracy nor its product, freedom, can long survive.

One of the major purposes of cooperatives—certainly one of their principal effects—is to broaden economic ownership to many people and to restore to them the power of decision-making in matters affecting their everyday, bread-and-butter problems.

Deeper still are the values of our religion. No faith, however, is a vital one unless we find expression for it in the activities of our daily lives. Every great religion—most of all the Christian one—requires of its followers that they practice brotherhood one toward another. The practical word for brotherhood is mutual aid.

Well, by their very structure and nature, cooperatives foster relationships of mutual aid among their members. Indeed, no cooperative can be fully successful unless among at least a considerable proportion of its members there actually exists a spirit of mutual aid toward one another. The central point is that success for any one cooperative member depends directly on there being a lot of other members whose needs are being met through the services of that cooperative. In a co-op no one family can derive benefit unless more and more of their neighbors do so too. This is a different motivation from the one whereby one person's economic advancement seems to him to depend upon other people being in such need of the thing he has to sell that he can exact a high price from them.

#### **cooperatives emphasize common interest**

The interest of the people as consumers—of all the people, teachers and farmers and small businessmen, craftsmen and professional people—is their one common economic interest. It is therefore identical with the national interest as a whole. It is time we found ways to emphasize, as never before, our common interests. Cooperatives offer a way to do exactly that.

The questions are then:

Are you a regular patron-member of a cooperative? If not, have you visited a credit union or a cooperative in your city? And if not that, have you read and informed yourself about cooperatives?

*(In the next issue we will talk about relationships between teachers and cooperatives as they now exist in the United States.)*

#### **CORRECTION**

On page 13 of some copies of our January issue an incorrect figure was given for the number of members in the Japanese Teachers Union. The number is 500,000—not 50,000.

# AFT Members Report on White House Conference

SEVERAL of the 26 AFT members who attended the Midcentury White House Conference on Children and Youth reported that what impressed them most was that although there were more than 5,000 delegates, it was still possible for individuals to participate actively and effectively.

"In the panels which I attended," wrote Margaret Root, president of the Philadelphia local, "time was carefully allotted for discussion from the floor. Every delegate was assigned to one of the many work groups, which did surprisingly well in threshing out resolutions. The detailed preparation was apparent. But there was not enough time for debate on all the resolutions—just like AFT conventions."

#### **young people make important contribution**

Mary Herrick, of Chicago, was especially impressed by the presence of some 600 young people from high schools, colleges, and organizations. Not only were they present, but they made a real contribution. This was the first time that young people participated in a White House Conference on Children and Youth. It is significant that the Conference recommended that youth be represented on boards of community agencies.

One AFT member commented especially on an address made by Marquis Childs, who challenged the schools to give better training for citizenship. Mr. Childs pointed out that individuals feel they do not count in elections or policy-making. He blamed "the timid neutrality in the teaching of the social and political sciences" as one of the causes of the passivity of citizens. "We still have free choices in our society," said Mr. Childs. "The youth of America must be made aware of the meaning of these choices. . . . The young must also be taught what it means to lose the freedom of choice. . . .

Only with courage, imagination, and understanding can we bring them to accept true responsibility growing out of individual choice and to carry on what is a desperate struggle to hold the bastion so narrowly won in the past."

#### **AFT members active in work groups**

AFT President John Eklund was recorder for the work group on the effect of family income on the health, well-being, and personality of the child.

In the work group on mass media of communication Eliot Birnbaum, president of the Syracuse local, presented a resolution asking the Federal Communications Commission to require commercial television broadcasters to reserve a required percentage of their time to public service programs for children, the content of which shall be determined by experts in the field of child learning. The resolution was adopted. He also worked on the drafting of a statement which called upon the TV industry to accept its public service responsibilities to the children of America by providing TV programs that will contribute to the intellectual, emotional, and spiritual growth of children and youth.

In a Conference meeting attended by more than 500 educators, several AFT members spoke. Among them was Eliot Birnbaum, who criticized the lack of democracy in the administration of most schools.

"The issue must be faced without equivocation," he said. "Authoritarian schools tend to extol and reward authoritarian personality. . . . This helps to perpetuate the anti-democratic practices which impede and distort the development of behavior adapted to democratic patterns of living. If our schools are the spearhead

of our democracy, why are they organized in a pattern analogous to military organization?"

"Our boards of education are the general staff; our superintendents and their deputies are the generals of the army; our supervisors and principals are the 'brass'; and we teachers are the G.I. Joes. And the relationships that prevail between those echelons on the educational level are in many ways similar to the cult of rank in military circles. Armies, of course, do not pretend to be democratic; nor is it expected of them.

"You may well ask, 'How do the children fit into this analogy?' There is only one role left to them. Where else can they be placed except in the position of the objective—i.e., the enemy? Luckily, analogies do not hold at all points!

"How are we to achieve democracy in the classroom when it is the end product of such an undemocratic organization? It is true that pseudo-democracies exist in many schools with all the trappings of captive student-councils, parent-teacher councils, teacher advisory committees (hand-picked) and with similar devices. But the test of democracy lies, not in these forms, but in the substance of democratic practices. . . .

"The prevailing authoritarianism of our school systems can not be brushed aside. . . . If we are to nurture personalities fit to live in

a democracy, our schools must be examples of functioning democracy."

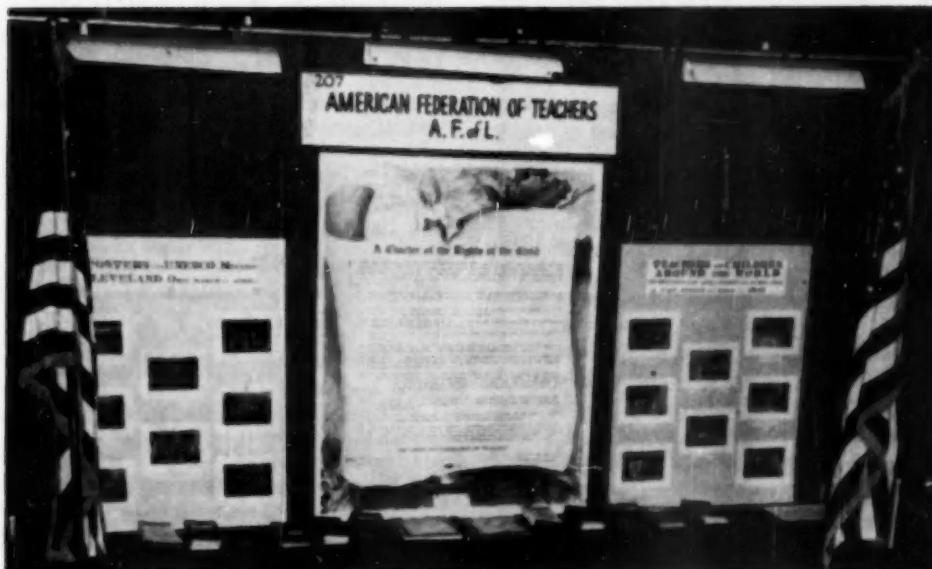
One AFT member felt that classroom teachers and agency staff members other than executives and supervisors were not given sufficient recognition in the planning groups and on conference programs.

#### **resolutions parallel AFL-AFT recommendations**

In our January issue we published a summary of some of the AFL-AFT recommendations to the Conference. A study of the resolutions adopted by the Conference reveals that a number of important ones are in accord with these AFL-AFT recommendations. Among them are the resolutions which included the following recommendations:

1. A cooperative housing program geared to the needs of middle income families should be developed, 810,000 low-rent public housing units should be constructed immediately, slum clearance projects should be supported, and the "need principle" should be followed in determining where defense housing should be built.
2. President Truman's civil rights program should be supported because "it represents our faith in democracy"; all racial restrictions should be removed in the nation's capital.
3. Efforts should be made to raise the wage-earning abilities of low income groups.

*The AFT display at the Conference attracted considerable attention.*



4. Schools, labor, industry, and community agencies should improve and expand their personnel, evaluation, placement, and vocational guidance for the occupational benefit of the young.

5. Children of migrant and seasonal workers should be given all the protection and services available to other children, with special regard to transportation, health, housing, educational services, and protection of adequate labor laws.

6. As an aid to the economic stability of children and their mothers, old age and survivors insurance should be further extended to cover workers not presently included and to make benefits more adequate; and similar improvements should be made in state unemployment insurance laws.

#### OTHER AFL-AFT RECOMMENDATIONS

In addition to the recommendations published in our January issue, there were a number of AFL-AFT recommendations dealing with educational opportunities, support, and facilities, with teachers' qualifications and salaries, and with the diminishing relation of the classroom teacher to the child. A summary of these recommendations follows.

##### **educational opportunities, support, and facilities**

It is estimated that for the school year 1945-46, revenues expended for public school purposes amounted to \$3,043 billion, in 1947-48 the expenditures had risen to \$4,288 billion, and for 1949-50 the estimated expenditures were \$4,996 billion.

Because of the great inequalities in wealth among the various states and among the various districts within the states, the amount of money available per child for education varies widely. These inequalities necessitate state and federal aid for education.

It is estimated that for the school year 1949-50, state aid constituted 42.7% of the funds spent for schools. In some states, however, this money has been distributed in such a way that a premium has been placed on inefficiency, inequalities have been perpetuated or intensified, and there has been a failure to provide adequate services in poorer districts. In some states, also, school funds have been obtained largely by taxes on consumers, instead of levying taxes on the basis of wealth or income.

Any federal aid program should incorporate provisions that would stimulate states to ex-

TONI  
SENDER



*Among the AFT members who attended the Midcentury White House Conference on Children and Youth was Toni Sender, of AFT Local 189, the Workers Education Local. Miss Sender was the sole representative of the International Confederation of Free Trade Unions (ICFTU).*

pend their money in harmony with sound principles of state aid. Any federal aid bill should include the following administrative safeguards:

1. The protection of the rights of minority groups.
2. The assurance that every child in the United States be given the right to share in essential services to protect and promote his health and welfare.
3. The allocation of funds among the states on a basis of relative need.
4. The requirement that states and their political subdivisions maintain at least their present educational budget.
5. The requirement that states and their political subdivisions maintain at least the present salaries of their teachers.
6. The requirement that federal funds be made available for every part of the state in need thereof to supplement an equitable state aid program.
7. The provision that a major sum of general federal aid funds be allocated for the payment of public school classroom teachers' salaries, to supplement their present salaries.

8. The requirement that any state receiving funds be required to publish its plan for use of federal funds before the funds are expended, and later to publish a report on how these funds have been expended.

9. The requirement for a federal audit of federal funds allocated to the states.

10. Express denial of federal control over the administration of the educational program except for those safeguards pertaining to the expenditure of funds for the purposes expressly set forth.

Another AFL-AFT recommendation was that any federal aid legislation be comprehensive in its scope and that it provide:

1. Federal funds for school operation purposes, a major portion of which should be earmarked for the payment of public school teachers' salaries. "Inability of states and districts to employ and retain teachers because of insufficient funds to pay salaries that will attract capable people is the most frequently cited reason advanced by states and districts for inadequate educational services."

2. Federal funds to provide health and welfare services for all children.

3. Adequate federal funds to aid states in a public school construction program.

4. A program of federal aid for loans and scholarships to help needy capable youth complete their education.

5. Provision for federal aid to eradicate illiteracy.

#### **Teachers' qualifications and salaries**

"Teachers should be paid a salary that will enable them to do a professional job, and only qualified persons should be employed. What that salary will be in terms of dollars will, of course, depend on the dollar's purchasing power. Certainly it would seem that salary schedules of from \$3,000 to \$6,000, which are being suggested these days, are neither unreasonable nor excessive."

#### **the diminishing relation of the classroom teacher to the child**

"In spite of the fact that more and more is said of the need of close relationship of teacher and pupil, actually the teacher has less and less time for each pupil. Pupil load per teacher is very large. Unfortunately, accurate figures on this point are not available from the U.S. Office of Education. There are figures which report

on the 'average class size.' But 'average' class size means nothing. The average of four classes, one of 54 and another 48, one of 10 and one of 12, would be 31. Yet, that figure would not show that some teachers have classes of 54 or 48. Large classes mean that the teacher has less time to give to any one child both in school and out. Increasing demands for clerical work by the teacher, heavy extra-curricular activities—all deny the child ample personal contact with the teacher.

"Then too, the mechanization of human relations resulting from the complexities inherent in a large school organization tends to make the teacher-pupil relation cold and impersonal. Many large schools are today organized in such a manner that the child is sent to one lesser school official for educational counseling, to another for discipline, and to a job by another.

"Is not each child entitled to intimate personal attention from his teacher?

"In turn, the high school teacher who is expected to know and understand more than 100 pupils in any semester cannot live up to his responsibility. Especially not if, in addition to 150 pupils taught, he is expected to prepare lessons, spend hours on clerical work, and many other hours on extra-curricular activities and on required college classes 'for professional betterment.'"

### *AFT members join in Cuban celebration*

A delegation of American teachers, including two AFT members, spent the Christmas season, Dec. 18 to Jan. 1, helping Cuba celebrate its fiftieth anniversary of public education. Miss Bertha McNeil, of Washington, and Miss Frances Comfort, of Detroit, were the two AFT members who took the trip, which was arranged by the U.S. Department of State and the Federal Security Agency.

A special program of activities was offered by the Cuban government for the American delegation, in reciprocation for the six-weeks training course given 1,450 Cuban teachers at Harvard University in 1900 to form the basis for Cuba's public elementary education.

# EDUCATION NEWS DIGEST

**Statistics of city school systems.** Data from 1,483 independent city school systems constituting 46 percent of the total 3,204 independent city school districts of the United States indicate that in general the salaries of teachers and principals in these cities increased by about 10-15 percent in the two-year period from 1947-48 to 1949-50.

An analysis of the total amount of expenditure per pupil shows a percentage distribution for the six major current-expenditure accounts as follows: administration, 3.8; instruction, 72.6; auxiliary school services, 4.7; plant operation, 10.8; plant maintenance, 5.6; fixed charges, 2.5.

The expenditure per pupil for capital outlay in 1949-50 was nearly double that for 1947-48. It increased from \$19.71 to \$37.74 per pupil in average daily attendance, or by 91.5 percent for the two-year period.

Personnel ratios (ratio of pupils to teachers, teachers to supervisors, and teachers to principals) did not, in general, change significantly from 1947-48 to 1949-50.

**Attack on illiteracy in Egypt.** The first six months of a campaign against illiteracy among Egyptian women produced such astonishingly effective results that the National Council of Women in Egypt set up 40 more schools throughout the country, according to an item in *Impetus*, UNESCO's monthly review of reconstruction in education, science, and culture.

**Distributive Education in Iowa.** Students in at least 13 Iowa high schools are benefiting from a "Distributive Education" (or D-E) program of part-time school work and part-time practical selling experience in a retail store.

A D-E pupil gets his high school diploma in four years, just like other pupils. But the D-E pupil also earns prevailing wages while learning some of the selling and marketing techniques of business.

The plan offers advantages to a participating businessman, too. Employers who hire D-E trained personnel have employees who understand problems of business and the social and

personal values in business.

Leonard Keefe, teacher-trainer in D-E at Iowa State Teachers College, says any school administrator can start a cooperative part-time work-experience business program. He needs, of course, the cooperation of the community's businessmen.

Under certain conditions the federal government will pay part of the salary expense of a D-E teacher—just as it does for Smith-Hughes teachers of agriculture and home economics. Under the George-Barden Act (1946) the government will pay up to 50% of a D-E teacher's salary, provided the teacher and the course meet the state's D-E specifications. Approval of the state board for vocational education is also necessary.

These specifications vary with the states. In Iowa the teacher must be at least 25 years old, must be a college graduate certified as a secondary school teacher, and must have two years' wage-earner experience including at least one year of demonstrated proficiency in marketing, selling, or some allied business field.

The Iowa requirements can be met in four academic years at the institution approved for the D-E teacher training program. In Iowa, the only college designated for D-E teacher training on the undergraduate level is Iowa State Teachers College. Here eighteen students are now being trained to qualify as Iowa D-E teachers. Their course work leads to a bachelor's degree with a major in business education including 36 quarter-hour credits in D-E specialization.

This work includes 30 credits in related subjects in retailing, marketing, selling, etc.; two credits in philosophy of vocational education; two credits in the D-E cooperative program, and two credits in the D-E adult program. Up to six credits can be granted for outside work while taking the course, said Keefe.

The education and work-experience requirements for Iowa D-E high school teachers can be obtained before the teacher is 25 years old. But only at that age and after can he be eligible for positions with the federal government paying up to half of his salary check.

In addition to supervising his pupils' school and work program, the D-E teacher is responsible for teaching business courses and supervising adult business vocational training programs.

About 13 of the larger high school systems in the state have D-E programs, Keefe said. Not all of them qualify for federal salary aid. These schools include some in Waterloo, Des Moines, Mason City, Davenport, Sioux City and Ottumwa.

Keefe said that a work-experience program of any kind is an extremely worth-while school-community enterprise even if the teacher or the course do not qualify for federal aid.

**The Midwestern Interlibrary Center.** The Midwestern Interlibrary Center, now being built in Chicago, will house 3,000,000 books and will be a research center for fourteen Midwest colleges and universities. Funds for the erection of the seven-story building, to be completed in April, were provided through a \$750,000 gift from the Carnegie Foundation and \$250,000 from the Rockefeller Foundation.

**Adult education classes in the Pentagon.** George Washington University in Washington, D.C. is holding adult extension classes in the Pentagon and other U.S. Government buildings. The classes are part of the University's effort to reach Washingtonians where they live and work.

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**Mail application (by May 10, 1951) to**

**Miss Layle Lane  
226 W. 150th Street, 2J  
New York 30, N.Y.**

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**APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP**

**awarded by Committee for Democratic Human Relations**

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name \_\_\_\_\_

Address \_\_\_\_\_

Present teaching position \_\_\_\_\_

Professional affiliations \_\_\_\_\_

Labor affiliations \_\_\_\_\_

Community activities \_\_\_\_\_

Remarks (may be a statement of reasons for application) \_\_\_\_\_

*Excerpts from an address delivered  
at the 1950 AFT convention in Detroit*

# The Danish Folk School

by C. H. W. Hasselriis

*Director of the Danish Information Office,  
New York City*

**I**N his book, *The Future of Education*, Sir Richard Livingstone calls the Danish Folk School movement "the only great successful experiment in educating the masses of a nation." In a chapter which he calls "The Way Out," he says:

"We find it difficult to think of Denmark as a poverty-stricken country lacking in energy and enterprise, but such it was in the early nineteenth century, and its transformation into one of the most progressive and prosperous democracies of Europe was largely the work of the education given in these schools."

#### **two men fathered the movement**

The first Danish Folk School came into being in 1844, and while its idea soon set fire to many minds, these schools are most closely identified with two men who fathered the movement, N. F. S. Grundtvig and Kristen Kold.

Grundtvig, preacher, poet, historian, furnished the idea and the inspiration; Kold was a man of the common people who drew men after him by strength of character and the spiritual force behind his teaching.

Grundtvig's ideas of liberal folk education were expressed simply: "To make accessible to young people a place where they may become better acquainted with human nature and human life in general, and with themselves in particular, and receive guidance in all civic duties and relationships and recognize the real need of their country."

The Danish Folk Schools are in theory and practice different from other schools for adults.



C. H. W. HASSELRIIS

Their form is typically Danish. They are boarding schools which students attend of their own free will after they have left public school and worked for some years. The young men attend a five-months course in the winter, the young women a three-months summer school.

Age is no hindrance, but the students should be at least eighteen years of age because experience has shown that the young adult is more receptive to learning after he has reached that age and has had some years of experience with life and work.

They are in no sense vocational schools. There is nothing "practical" about them. They are cultural. They are schools for democracy. And instruction is not from books but from lectures. There are no notebooks, no exams, no paper diplomas. The diploma is engraved on the mind as a changed outlook on life and a passion to play a part in the development of a working democracy. The schools aim to quicken the soul and thus give meaning to life and learning.

## ASKOV FOLK SCHOOL



*"The Danish Folk School has transformed Denmark economically, given it a spiritual unity, and produced perhaps the only educated democracy in the world."*—Sir Richard Livingstone in *"The Future of Education."*

They try to give adult students a historical-political background for their lives. The history of mankind, geography, the development of spiritual resources, poetry, and art, are chief among the subjects. Instruction is oral. Through the spirit and medium of "the living word" the teacher tries to inspire his audience and create a desire for a deeper understanding of life.

What is meant by "the living word"? Let it be answered by Kristen Kold, for a story of the Danish Folk School is incomplete without reference to his life and work.

Kold was the son of a poor shoemaker. At an early age he went in search of "the power of the word" which he had sensed by listening to his mother telling stories. His father wanted him to be a cobbler, but found that he had too many thumbs for that. His mother, despairing of him, thought him so dumb that she packed him off to the village parson and asked him to prepare the boy for teachers' training school.

And so, when eighteen, Kristen Kold was sent to a seminary. He listened and listened but could not understand a word.

But one day a preacher came to the seminary and said that "the Lord loves people." Nobody had ever told Kold that before, or he had failed to hear it. "One thing is sure," he said. "When I heard it, it went through me with conviction and feeling that God did indeed love people." And then he felt that he, too, loved people.

That feeling quickened him and from that day on he could understand what was being taught. It all fell into place. He read little but listened the more. He had again felt "the power of the word" to speak to the hearts of people, as he put it, so as to make them decent, glad, happy, and free. And, he said, he was soon to discover for himself that God had given his words power so that he, too, could make hearts happy and free. That became the foundation and consecration of his ministry as Folk School teacher. Teaching, not by the rote teaching of those days, but by the power of the word—that is what is meant by "the living word."

His own Folk School was opened in 1851. The curriculum was chiefly: world history, Bible history, history of Denmark, Northern



FREDERIKSBORG FOLK SCHOOL, NEAR COPENHAGEN

mythology, geography, Danish poets and writers, and song, especially the old ballads.

"My school is not high school," he said. "It is low and simple. But it's a true school. For it does what it must do: start by quickening life. Thereafter comes learning."

But he concluded: "Maybe some day we shall build higher and search for many things affecting people and society. But first we must have our eyes opened and look into ourselves."

#### after one hundred years

A hundred years or more have passed. In 1849, five years before the first Folk School was established, the Danish people got a free Constitution. The Folk Schools have exerted a great influence in rallying and schooling the peasants in political and economic matters, transforming them into enlightened, progressive, politically active, democratic farmers.

While there was never any direct connection between the Folk School and the great agricultural cooperative movement, yet it has inspired, supported, and sustained it by the power of its spirit.

Altogether, I believe that we may well give special credit to the Folk Schools for that pattern of democracy which is Denmark today.

## Will you RETIRE YOUNG ENOUGH to enjoy it?

### Do you really want to work all your life?

You can take life easy a lot sooner than you think. If you know where it costs less to live, and where you can earn a small income from a part-time business or job, you can afford to retire sooner, even now perhaps.

One of the best features of "Where to Retire on a Small Income" is that every town, city, or region described was selected because it offers opportunities to get part-time or sensible jobs or to open a part-time business.

This book tells you where are the best places in the U. S. to retire. It covers Florida, California, New England, the South, the Pacific Northwest, etc. It also includes Hawaii, the American Virgin Islands and Puerto Rico.

#### With this book, you learn:

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- where you can live inexpensively on an island far from the world, yet close to neighbors;
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Don't bother writing a letter. Simply tear out ad, print name and address, and mail with \$1 bill to Harlan Publishers, 91 First Ave., Greenlawn, New York.

by Flora A. Philley  
President, Gary Teachers Union

# Tenure Case Won by Local 4

RARELY is a tenure teacher brought to trial before his board of education on a charge of incompetence. Much more rarely does that board of education decide in favor of the teacher, refusing to cancel his permanent contract. Such a case has just been so brought and so decided in Gary, Indiana. AFT Local 4 conducted the case throughout.

The teacher concerned worked from 1920 to 1927 in primary grades at Froebel School. From 1927 to 1947 she taught mentally retarded adolescents at Froebel. In September 1947 she was transferred to Wirt School and assigned English and social studies there. In September 1948 she was transferred to Lew Wallace primary department, assigned to teach third and fourth grade arithmetic classes under the "platoon" system.

The administration's opening paragraph in the statement of charges presented to the Gary Board of School Trustees on November 13, 1950 reads as follows:

In the presentation of this case there is no allegation that in the past Mrs. Ingrid Wicks has not been a good teacher. The evidence here presented does show that progressively over the period of the last several years there have been indications that she does not seem to be capable of performing the functions that teachers are expected to perform. There is no claim that Mrs. Wicks was not formerly a good teacher, or was not a good teacher when she went on tenure. The evidence purports to show that she is not a good teacher now and has not been a good teacher in recent years.

The third paragraph reads:

On October 17, 1950, in answer to the request of Mrs. Wicks that the reasons for consideration of the cancellation of contract be specified, the superintendent replied in writing that the reason specified was *incompetence*, and he named three general areas within which the evidence would fall. The evidence is here presented under these three headings:

1. Does not effectively carry out assignments as given by the principal and the supervisor.
2. Does not work effectively with parents.
3. Does not work effectively with pupils in a way that provides effective educational experiences.

The trial began about 7:30 P.M. and was concluded at 1:30 A.M. The full five-man board was present with the administration's lawyer, the union's two lawyers and a court reporter, the superintendent, and the assistant superintendent. An audience of about sixty persons included the accused teacher and her husband, the union's executive council and its grievance committee, teachers and parents, several interested prominent citizens, AFT Secretary-Treasurer Irvin Kuenzli, and Mrs. Florence Greve, a former Lew Wallace teacher, now AFT Director of Research.

#### **charges of incompetence refuted**

Points 1 and 2 of the charges were weakly defended by nervous and apparently frightened supervisors and principals. Several cases of actual falsification are recorded in our transcript of the evidence. But it was point 3 on which the administration relied for convincing evidence that this teacher was incompetent in her arithmetic classes. To support this charge, the results of certain achievement tests were cited. But the results had been interpreted in a way that was grossly unfair and unsound. For example, although the tests had been given when less than *half* the school year had passed, the scores made by Mrs. Wicks' pupils were compared with the norms established to show how pupils ranked at the end of an *entire year's work*.

The union exposed several other fallacies in the analysis of the test results, presented evidence to show that Mrs. Wicks had been a highly successful teacher at the Froebel School, described the intolerable situation that had led to her request for transfer from that school, pointed out that at the Wirt School, a very difficult school, she had been assigned to a position for which she had not been prepared, and revealed the unhealthy situation existing in the Lew Wallace School. The union asked that Mrs. Wicks be returned to the Froebel School, where she had done excellent work for many years.

At the conclusion of the hearing the Board of School Trustees asked for 24 hours to give further consideration to the evidence.

At 8:00 the next evening the Board of School Trustees rendered the following decision:

"We find that Mrs. Wicks was not successful in her assignment at Wirt School. We find that she was not successful in her assignment at Lew Wallace School. We find that she was successful in her work at Froebel School. Therefore we will not cancel her permanent contract. The superintendent may now make a statement if he so desires."

The superintendent then said: "In the light of the school board's decision Mrs. Wicks will be transferred to Froebel School on Thursday next. She may go to Lew Wallace tomorrow to pick up her belongings."

#### **the background of the case**

Now for the background of the story. In mid-August Mrs. Wicks was called into the superintendent's office. There he, in the presence of the elementary supervisor, and with her unqualified support, demanded Mrs. Wicks' immediate resignation, making hideous charges and threatening public disgrace. Stunned and bewildered, she yet insisted that she be given time to think it over. What effect would a resignation have on her pension rights? None at all, she was told, for he would be very glad to assist her in making the application. She refused to make a written resignation but did sign the pension papers which were drawn up with alacrity. The next day she and her husband left Gary for a two-weeks vacation.

Upon their return she laid the whole matter before our union president, who immediately got in touch with Mr. Vernon Sigler, executive-secretary for the Lake County Council of Teachers Unions and a practicing attorney. He advised an immediate message to the State Board of Teachers' Retirement withdrawing the application. He next called on the superintendent protesting the action on the grounds that Mrs. Wicks had had no notification before May 1, and so, according to Indiana school law, was eligible to teach during the 1950-51 school year. The superintendent insisted that her application for pension was legally a resignation. When told that it had been withdrawn, he still insisted that it would hold and that no position was open. About two weeks later he presented her

name with others to the school board as having resigned.

During a late August interview with the principal of Lew Wallace School, Mrs. Wicks was told that this was all news to him and he expressed much concern. The fifth grade teacher who received her pupils assured her that those pupils were well prepared for fifth grade work and that she would say so in support of Mrs. Wicks. Later she refused to do so.

From this point on, the union committee directed every step. We advised Mrs. Wicks to report to Lew Wallace School for work on the opening of school. We had Mr. Sigler ask the superintendent to transfer her to Froebel School, where a position similar to the one she held there for twenty years with outstanding success was open, a substitute filling it in the absence of the regular teacher, who was ill and not likely to return within the school year. We made this suggestion, not because we agreed that her work at Lew Wallace School was not of high quality, but because we knew the whole situation there and wanted to remove her from an intolerable atmosphere which we had long recognized.

#### **"stool-pigeons" make life miserable**

For years a group of slyly clever teachers has held power over every newcomer to the ranks of teachers in that school. "Stool-pigeons" they are called in labor circles. This was the second case from that school that had been handled by our grievance committee, but several other teachers had told us their stories, always the same: some of the teachers inciting the parents of little children against other teachers, prying into their methods, checking on their progress with the month-to-month work, making them feel socially uncomfortable, conniving that supplies and books be difficult of access, polishing apples with the school's administration and the patrons, always regrettably worried about the children, of course, with a little stab here and a big one there when the opportunity opened. No teacher, it seems, dared report the conditions of petty tyrannies under which she was struggling and the unfair practices that went on.

We knew this situation so well that we determined that if Mrs. Wicks had the courage and stamina to go through with it, we would press this case to a complete showdown. She promised us that she would; we believed she could, and we planned our case so that the outcome would

reveal what we believed to be true in the Lew Wallace School:

1. A clique persecutes certain new teachers.
2. This clique incites parents to worry and to complain.
3. The supervisor lends herself to these machinations.
4. The P.T.A. is weak in recognizing its full obligation to all teachers.

Early in September the superintendent interviewed our president to inquire if Mr. Sigler was Mrs. Wicks' personal attorney or if the union was entering the case. She told him that the union had accepted the case and wanted to meet with him. He expressed the hope that the matter could be settled short of a trial before the board as he "didn't want the board to get the pattern of how easy it is to dismiss a tenure-teacher." This was on an afternoon preceding a regular board meeting. Our president assured him that we were not planning to approach the board that evening and that an early meeting with him and all the principals and supervisors concerned would be agreeable to us.

That meeting was held the next week; Mrs. Wicks was not present. The superintendent, assistant superintendent, principal and assistant principal of the Lew Wallace School, the principal of Wirt School, the former assistant principal of Froebel School and the supervisor of elementary education, Mr. Sigler, our president, and members of our grievance committee were present.

#### **each spoke his piece**

It was evident that their program of charges was carefully planned. Chronologically they rehearsed the history of this woman's thirty years' service in the Gary schools. Mrs. Wicks had certainly been a good teacher in the early years at Froebel in primary work. She had been a good teacher in the mentally retarded classes up to a few years ago, when the former assistant principal, now director of high school curriculum, was in charge of her work there. Then she seemed to become uncooperative, belligerent, hard to talk to, "vague and fuzzy minded." He said he "didn't notice it so much at the time, but now as he looks back on it he can see all this in the picture." The Lew Wallace principal, to whom "it was all news" in September, shuffled through a handful of cards, purportedly recorded complaints of parents, all following the

*Miss Philley,  
president of the  
Gary Teachers  
Union, testified  
in defense of  
Mrs. Wicks.*



**FLORA A. PHILLEY**

same word pattern and admitted, on our lawyer's questioning him, that he had written them up that afternoon. The supervisor said that a committee of women had interviewed her, demanding Mrs. Wicks' removal. In answer to the question, "How many women?" she answered, "One, but she represented a group."

We watched these people and saw them jump through their hoops, heard their accusations and insinuations, their final charge, directed at us, that we were defending an inefficient teacher at the expense of children—so terribly unprofessional!

#### **publicity was avoided**

We had proposed that Mrs. Wicks be sent back to Froebel, where she had admittedly been successful, hoping to resolve the difficulty and spare a fine, sensitive woman publicity and further mental anguish. We had agreed among ourselves, therefore, to keep the case as quiet as possible. But it was in suppressing publicity on the case that we may have erred. It came to trial without the knowledge of many of our teachers and fellow-unionists. Our consideration for Mrs. Wicks led us to repress the story; but publicity might have helped us prepare a stronger defense. It wasn't easy.

We secured the services of another attorney to assist Mr. Sigler and to advise us. In an interview with our superintendent, Mr. Sigler urged dropping the case and proposed that Mrs. Wicks be transferred back to Froebel. She had been sent back to Lew Wallace on October 10, our grievance chairman having been assured that she would be given a chance to make good. We were to assist her in every way. We thought

that would settle the whole matter, but within the first hour of her return, she was handed a letter announcing that she must stand trial before the board of school trustees on November 13 to defend her right to hold a permanent contract.

"We have sent her back to Lew Wallace and we'll let the neighborhood take care of her," said the superintendent of schools to Mr. Sigler; and when he was on the witness stand, he was required to admit having made this statement.

#### **harassed teachers ask to be transferred**

In our Exhibit "A" we showed that while the present high school curriculum director—who was then assistant principal at Froebel School—was in charge at that school, fifteen teachers were transferred from the school at their own request. Other teachers were refused transfers. Many of these teachers had served over twenty years at Froebel, only one as few as four years. All reported an intolerable situation and charged it to the weakness of the assistant principal, now elevated to director of curriculum and one of the complaining administrators. Mrs. Wicks objected to her classes being entirely made up of Negro children at a time when tension was running high in Gary over a non-segregation policy adopted by the board of education. Froebel had always been a non-segregated school. Negro parents came to her with complaints that segregation was being practiced in her classes which previously had comprised both whites and Negroes. Children from the South, not really mentally weak, but poorly schooled, were assigned to her group of mentally retarded children, resented their situation, and became discipline problems. Unable to get any help from this former assistant principal, now serving as high school curriculum director, in resolving this condition, she asked for a transfer from the school where she had happily and successfully worked for twenty-seven years.

She was assigned to primary work at Wirt School and spent the entire summer preparing to re-enter this field of her first experience. But just before the opening of the 1948-49 school year she was told that a change had to be made: she would be assigned to work in the 7th and 8th grades teaching English and social studies—work for which she had not been adequately prepared.

What teacher can be expected to work effectively if placed in a position for which he is not trained? One of the most dangerous aspects of the whole affair was that if an administrator could assign a teacher to a position for which he had not been prepared, *no teacher in the school system would have any real tenure protection*, since it would be easy to prove most teachers incompetent under such circumstances.

Another factor which made work difficult for Mrs. Wicks in the Wirt School was that the children were a very disorderly and unmannerly group, who during the preceding year had developed the pattern of tormenting the teachers. A lady to her fingertips, with a new principal feeling his way in a difficult neighborhood and a difficult school—what could she do but struggle through a miserable year?

The young teacher who followed her—although it was reported at the trial that she had no trouble with the group—announced to the other teachers in January that she would "stick it out to get her money and then never teach another day of her life." That is exactly what she did.

#### **no complaints until shortly before trial**

We have indicated the causes for Mrs. Wicks' "unsuccessful" experience at the Lew Wallace School. It is significant that no complaints concerning Mrs. Wicks' work had been made by her supervisor during the 1949-50 school year, but that sharply critical comments by the supervisor were presented as evidence in the form of letters dated *after October 10, 1950*.

The Lew Wallace faculty is a splendid group of people. We had great help from most of them. Many of the parents also came to the support of our case and many more indicated their willingness to be called as witnesses had we needed them.

#### **colleagues hail return of Mrs. Wicks**

All teachers in Gary are breathing more easily, now that this attack on tenure has been defeated, for they realize that the tenure of all Gary teachers was involved in the case.

On Mrs. Wicks' desk, when she took up her work again at Froebel School after the successful outcome of her trial, was a pot of beautiful flowers. The card bore the warm greeting, "Welcome back home," from all the teachers who had formerly worked with her there.

## PRESIDENT'S PAGE

(Continued from page 2)

should be responsible to themselves and to their vision of service. Proposals have not as yet been made that medical men should take loyalty oaths imposed by citizens—and yet they, too, are in positions of constant influence. The clergy yet remain free from arbitrary restrictions imposed by the community—yet they also exercise much influence over the thoughts of people. The journalist, the writer, suffer no imposition of arbitrary containment—nor should they. It is unthinkable then that merely because teachers are subject to public controls in relation to their salaries and working conditions, they should be singled out from the community to bear the full weight of fear and hysteria.

Certainly the teacher, the public employee, becomes tired of constantly denying that he is, has been, or may be disloyal, when his life and work are subject to constant review.

It is high time that we act positively—that we frankly and fearlessly propose something to which we may voluntarily offer our allegiance—define our values, and thus, perhaps, prevent the seeds of suspicion from being sown. To that end the following "Loyalty Oath" for teachers is proposed:

"I pledge myself to the unceasing search for truth, to the increasing of the general human welfare, and to the full emancipation of the individual child. I shall constantly seek to serve the basic tenets of democracy, knowing that democracy is a way of life, not a static credo, and that the democratic way of life is served best through the challenge of social and economic problems yet unmet, or unconquered. The hysteria of fear and of prejudice shall not enter my classroom. In my day-to-day duties I shall strive to keep alive the optimism of youth, positively directed and tempered by the experiences of humankind as I have found them.

"My classroom shall be the shrine of the dignity and worth of each child, their confidences shall be inviolate, their growth and development the motive of my job. This to the end that voluntary disposition and interest may supersede external control in our individual and collective search for the good life."      *John M. Eklund*

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## SECRETARY-TREASURER'S PAGE

(Continued from page 4)

further study, and pursue other activities which will make them better teachers. This vacation program is based upon a consideration of the best interests of the children and upon the belief that professional and recreational pursuits of teachers during vacations are essential to efficiency in the classroom and the welfare of the child.

### public, Catholic, and Protestant schools

Thirty percent of the schools in Holland are public schools, 40% are Catholic, and 30% are Protestant. For all three types of school, teachers must have the same qualifications, and all schools are government-inspected.

Salaries of all teachers, whether in public or private schools, are paid by the government.

There are also three associations of teachers: one for teachers in public schools, another for those in Catholic schools, and a third for those in Protestant schools. The three associations are federated, and every month three representatives of the federation meet with the Minister of Education.

### principals must teach

In Holland the principal, even in a large school, must teach approximately ten periods a week or more.

In this age of world mindedness, teachers of various nations may render great assistance to each other in raising their professional standards and improving their working conditions. To Holland and Belgium we may look for standards in the fields of salaries, tenure, and retirement which are far higher than those in many parts of the United States.      *Irvin R. Kuenzli*

"Understanding of the common elements in humanity has a chance to develop when the natives of the Orient, Africa, Europe, and other areas associate in classrooms, on campuses, on playgrounds, and in community groups with their age mates. In this respect foreign visitors are resources. We can learn much from them."—Excerpt from an article by Homer Kempfer, *School Life*, Dec. 1950.

# THE Human Relations Front

by Layle Lane

*Chairman of the Committee on Democratic Human Relations*

## DEBITS —

The National Renaissance Party, a rabid nationalist group with headquarters in Beacon, N.Y., is mailing out its bulletin with stickers attached on which is printed: "United Nations is Treason."

—  
Prof. T. H. Henderson of Virginia Union University, which is a member of the Negro Association of Colleges and Secondary Schools, requested the Southern Association of Colleges to admit the Negro Association into full membership. The Convention of the Southern Association voted against admitting the Negro group at the present time on the ground that "from 50% to 90% of the Negro schools cannot meet the accreditation standards."

—  
The Jewish Community Council of Boston has reported that in eleven months of 1950 more than 27 cases of attack and fighting had been directed against Jewish youths. Many of these occurred near Hecht House, a community center near Dorchester.

—  
In the 250,000 acre site in Aiken and Barnwell Counties of South Carolina which the U.S. Government has secured for a hydrogen bomb site, are 650 Negro children. Up until September 1950, they had no provision for a high school education. Faced with an equalization suit, school officials finally provided bus service to Aiken, thus requiring some students to ride as much as 40 miles a day.

—  
The civil rights ordinance, an issue in the Nov. 1 election of Portland, Oregon, was defeated by a vote of 76,444 to 61,058.

—  
Three tribes of Indians, the Osage, the Klamath, and the Menominee, reports *The American Indian*, are charged with "all the costs of federal administration of their reservations down to the wages of the last clerk." Yet the tribes have no say whatever in the selection or removal of these employees.



## CREDITS +

The Lutheran World Federation has started a feeding program for 4,000 non-refugees in the Arab-held area of Jerusalem. No matter how desperate their need, non-refugees cannot receive rations from the U.N. Relief Agency. "There are no needier people in all Palestine," stated Dr. Moll, director of the Near East branch of the Lutheran World Federation.

+

Yeshiva University in New York plans to open a medical and a dental school to increase the opportunities for training in these professions. "The only requirements for admission will be merit, ability, and character, the truly American standard."

+

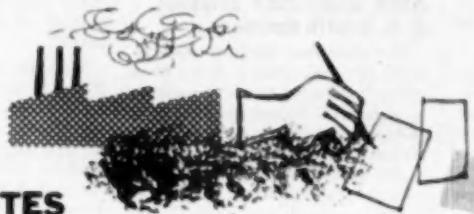
The Chicago Commission on Human Relations conferred awards for 1950 achievements in human relations upon six winners at a luncheon at the Congress Hotel. Carson Pirie Scott and Company, a department store, received the top award because "the firm has opened employment opportunities to qualified members of minority groups and is training them for more responsible positions including sales personnel." South Congregational Church was also an award winner for its interracial ministry and for opening its services to all persons regardless of color.

+

The U.S. Fourth Circuit of Appeals in Charlotte, N.C., voided the contract between the Brotherhood of Locomotive Firemen and the Atlantic Coast Line because the contract included an agreement to restrict the hiring of Negroes to no more than 50% of those employed as firemen. The decision held that "because railroads do not permit Negroes to hold engineers' posts is no reason that the bargaining agent representing them should use bargaining power to deprive them of desirable positions as firemen which railroads permit them to hold."

+

"House for Hiroshima," a project under the direction of the Friends Center in Seattle, has not only provided a home for a family in Hiroshima, but has been the stimulus for building a group of seven other homes. Nine volunteers of four races and two religions, with the aid of employed workmen, made the home possible. A similar project, "Peace Village," has been started in Nagasaki.



by

**Meyer Halushka**

Local 1, Chicago

## LABOR NOTES

### Labor unites for mobilization

The AFL, CIO, International Association of Machinists, and Railways Labor Executives Association have established a United Labor Policy Committee "for the purpose of dealing with problems arising out of mobilization."

The committee includes the presidents and vice-presidents of the respective organizations.

Meetings will be held every two weeks for the purpose of taking action upon questions relating to the mobilization and stabilization program. Problems concerning such issues as manpower, production, wages, and prices will be considered for joint understanding and united action with government agencies.

Subcommittees will be created to handle the main area of the committee's work.

AFL President William Green pledged that the 8,000,000 AFL members will render the highest order of service to the nation in its time of need and will respond fully should a no-strike pledge be requested.

In a radio address he stated: "I confidently predict that labor will succeed in making America the arsenal of freedom in record-breaking time just as we broke all records in producing victory during the last war."

### FSA Conference on Aging

The first National Conference on Aging, sponsored by the Federal Security Agency, was attended by over 800 experts on problems of the aged. Business, labor, government, health, education, religion, and other allied groups were represented in the ten discussion groups that considered such questions as employment, income, health, community life, housing, and other aspects of aging.

In calling the conference, the FSA pointed out that the number of persons aged 65 and over has quadrupled in the past 50 years, while the total U.S. population has only doubled. The average life expectancy

has increased about 17 years. Fewer than 3 per cent of the older population live in institutions. Of the almost 11½ million persons 65 and over in 1948, about 3½ million have no money income of their own. About 3 million men and women 65 and over are still gainfully employed.

The problem posed to the conference was "to enable the older men and women among us to make full and happy use of their added years. The great gift which medical science has given us should not be more years on the shelf, but more years of productive activity."

John L. Thurston, FSA Assistant Administrator, in greeting the delegates stated that older people are "assets to American society and its economy" — not "problem children."

Alvin Johnson, director of the New School for Social Research, in a major address to the conference, criticized the tendency to look upon retirement pensions as cure-alls for the problem of aging. He suggested:

"We can apply part of the engineering talent now concentrated upon technological problems to map out, in each institution and in each business enterprise, plans for directing its aging personnel toward functions less dependent on physical elasticity and more upon mental and moral steadiness and reliability. Be generous, indeed, with retirement pensions for disability; permit those

working over age to accumulate additional benefits for the eventual time of disability. But let us have no dated retirement; no pensions without disability."

The following recommendations were adopted:

1. That a National Council on Aging be set up to handle the multiple social problems of long living and act as a clearing house for information on improving conditions for the older population. (Several delegates suggested a special Government agency for old folk, similar to the U.S. Children's Bureau in the FSA.)

2. That a National Institute of Gerontology and Geriatrics be established in the U.S. Public Health Service, similar to the Institutes on Cancer and Heart Diseases, to encourage and coordinate medical research on aging processes.

3. That age be abandoned as the single deciding factor in retirement, and that a gradual system of retirement be worked out to replace a sharp cut-off date.

4. That all American workers be covered by old-age insurance benefits, not doles or old-age assistance programs.

5. That a broad education system be set up for "senior citizens," perhaps to include a county-wide network of colleges; and that those educational facilities now available

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**GLASS BOTTLE BLOWERS ASSOCIATION, AFL**  
12 So. 15th St., Philadelphia, Pa.  
Lee W. Minton, President

GBBA

for the old folk be broadened to induce greater interest among older persons in attending classes.

### Marshall Plan benefits

When those who criticize every act of the Administration take pot shots at the Marshall Plan for aiding our European allies by calling it a "give-away" program, or "operation rat hole," remember this:

1. Production and trade are higher in Europe than before the war.

2. The Communists have lost a lot of ground there—including valuable footholds in trade unions.

3. We have won one crisis after another in Berlin against the Reds.

4. The Communists were run out of Greece. Red guerrillas once held more territory there than did all other groups combined.

5. Democracy has replaced dictatorship in Turkey.

6. The people of Europe are in a better position to organize for new efforts to resist the cancer of Communism.

If the United States had not undertaken the great aid program formed by General Marshall and Secretary Acheson, it is probable that all of Europe now would be under the complete domination of Russian imperialism.—*League Reporter*.

### AMA opposition cripples U.S. health defenses

The American Medical Association's new multi-million dollar drive against federal aid to medical schools to train more doctors was called "a prelude to a future medical Pearl Harbor and a crippling blow to U.S. health needs on the home front and military needs abroad."

This statement was made by the Committee for the Nation's Health, a national organization of prominent physicians and public figures who support the President's National Health Insurance program, including a bill to provide federal aid for medical education. It declared that the AMA's offer of \$500,000 to medical schools is a "pitiful 1% of what the medical schools themselves have declared is essential to expand their freshman classes 22%."

The Committee also called the AMA offer "a ridiculous substitute" for the \$250,000,000 called for in a bi-partisan measure which passed the Senate unanimously in September, 1949, and a "conscience sop for the AMA's obstructionist tactics—a high pressure publicity gesture to drown out the almost unanimous demand for immediate House passage of the medical education bill voiced by medical educators, medical school

deans, university presidents, distinguished physicians and the public itself."

Chairman of the Committee for the Nation's Health is Dr. Channing Frothingham, formerly President of the Massachusetts Medical Society. Its honorary vice-chairmen include William Green, Bishop Francis J. McConnell, Philip Murray and Mrs. Franklin D. Roosevelt. Its Board of Directors includes Wayne Chatfield-Taylor, economist; Morris Llewellyn Cooke, consulting engineer; Michael M. Davis, medical economist; Albert W. Dent, President, Dillard University; Harry Goldblatt, M.D., distinguished medical researcher; John Gunther, author; Samuel I. Rosenman, judge; and Robert E. Sherwood, author.

If you want to help the Committee to carry on its work, you can do so by sending a contribution to the organization, which has its headquarters at 1416 "F" Street, N.W., Washington 4, D.C.

### Weekly earnings at \$62.06

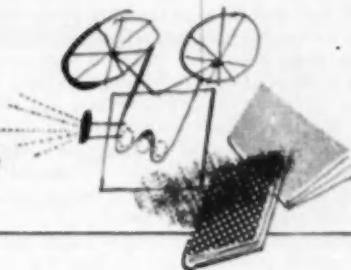
Gross weekly earnings of the 13,000,000 production workers in the nation's manufacturing plants averaged \$62.06 in mid-November, as compared with \$61.99 in October.

## INDUSTRIAL STRENGTH 1950

	POPULATION	STEEL PRODUCTION	CRUDE OIL PRODUCTION	ELECTRICAL POWER PRODUCTION	
				MILLIONS	BILLIONS OF KWH
U.S.A.	151	87	251	363	2222
WESTERN EUROPE	260	60	2	287	2222
USSR & SATEL'TS (IN EUROPE)	270	32	44	120	2222
IRAN & MIDEAST	28		88		

—AFL Labor's Monthly Survey

## BOOKS AND TEACHING AIDS



### *know-how for the classroom teacher*

#### **MODERN EDUCATIONAL PRACTICE**

By PAUL R. MORT and WILLIAM S. VINCENT. *McGraw-Hill Book Co., New York, N.Y.* 1950. 437 pp. \$4.50.

Dr. Mort and Dr. Vincent have done education a real service by giving us a collection of brainstorms of literally hundreds of teachers. In a book whose salient characteristic is usability, classroom experiences, written by the teachers themselves, are set down in short and pungent paragraphs. While some of these experiences may cause one to lift the eyebrow, the bulk reflect that excitement that comes only to teachers who have found something that *works!* The sound philosophy of the authors is always in evidence, if not in the actual selection of the activities, then in their terse and well-written introductions to the various headings under which these classroom experiences are organized.

It is this manner of organization of the material that gives this book its unique character. There are twenty-one classifications of practices which enjoy such titles as: stimulating situations and problems, cooperative group action, varied drill devices, etc. In each of these, the authors lay down what that particular type of practice should be used for, a promotion of its use, and a unique half-page headed "Reasons Why . . . Psychology Says . . . Society Says . . ." Then follows a series of sample practices, illustrative of the heading, written by teachers of kindergarten through senior high.

While all teachers, formal and permissive, lackadaisical and inspired, can get help from these pages, it seems to this reviewer that here is a book that especially answers the prayers of the beginning teacher, the tired teacher, the bored teacher (even the teacher who is expecting a visit from the supervisor). The authors state that their prime purpose is to provide under one cover as many ideas as possible that have been tested and proved successful with children. This purpose is certainly carried out, and it is not to the discredit of the authors that the practices included originate largely with the teachers themselves. These are not activities that come from armchair thinking. These are activities that really have worked for the teachers who describe them. Even though they may not work the same way for any one else, they are valuable in that they provide jumping off points. They incite

experimentation. And they are rich in teacher and pupil satisfactions.

It may further be said that this book may be used by teachers without consulting with the so-called experts. It is a resource book to which one can turn and is in no need of interpretation or clarification. It is refreshing to face an imposing looking tome with a quite prosaic title, and find that after a few minutes of riffling the pages, one is absorbed in how a third-grade teacher solved the problem of getting her children to wash their hands; or how one high school provided recreation nights for its students; or how creative writing can be promoted in first grade. There are practices of quite simple nature and those that are complex. But they are all readable and unique in that each teacher tells just *what it was or how it was* that the practice became successful. Here is know-how at its best.

Teacher training and administration have long been in need of such a practical volume. Others have written and will continue to write of basic educational philosophy. That is, of course, needed. But Dr. Mort and Dr. Vincent are to be congratulated for moving into a long-neglected area and helping us all to come down from the ivory tower by giving us tested ways and means of attacking, at the grass roots level, the shockingly poor teaching now in evidence in so many of our American schools.

JEANNETTE VEATCH, Local 2, New York, N.Y.

### *adapting reading methods to the individual child*

#### **TEACHING THE CHILD TO READ**

By GUY L. BOND and EVA BOND WAGNER. *The Macmillan Company, New York, N.Y.* 1950. 467 pp. \$3.75.

This book discusses the needs of the individual child, and indicates numerous techniques to meet these needs. The authors believe all children can read, but the teacher must experiment with a variety of methods if all children are to be reached. Old ideas blended with the new provide the teacher with many approaches to the child's problem. Thus if one method fails, there are many others to be used.

The importance of reading in all phases of life is stressed. Every child has a need for reading, and it is up to the teacher to find ways of making reading

attractive and worth while to the child. Begin where the child is. Find his individual difficulties. Then plan a program which grows from the child's interests and which will therefore enlist the child's willing cooperation.

The readiness program is fully described. This is followed by a discussion of the skills necessary to develop good reading habits.

Because of the pleasant style, and the logical and coherent development of the point of view set forth by the authors, the book may be read rather rapidly. It is a splendid reference book for those who want specific help in the teaching of reading.

G. NAOMI B. FUNDEBURG, *Local 3, Philadelphia, Pa.*

## *on the education of exceptional children*

### **SOME CONTEMPORARY THINKING ABOUT THE EXCEPTIONAL CHILD**

*Proceedings of a conference at the Woods School, Langhorne, Pa. 61 pp. Free on request.*

This is the printed proceedings of the conference reported in the February 1950 issue of the *AMERICAN TEACHER*. It includes reports on contemporary problems concerning the exceptional child by an educator, a doctor, a psychologist, a psychiatrist, a legislator, and a welfare worker. The medical viewpoint is exceptionally interesting. The pamphlet also gives a list of the publications of the Woods School Research Clinic.

### **STATE LEGISLATION FOR EDUCATION OF EXCEPTIONAL CHILDREN**

*No. FS 53-949/2, U.S. Government Printing Office, Washington 25, D.C. 61 pp. 20 cents.*

This publication gives an encouraging account of what the states have done through legislation to give every exceptional child the educational opportunity which is his birthright.

### **HELPING THE EDUCATIONALLY HANDICAPPED**

*By EDWARD W. DOLCH. Garrard Press, Champaign, Ill. 47 pp. 50 cents.*

The author points out that the educationally handicapped constitute the largest group of handicapped children in our schools. Reasons for this condition are listed under five heads, including unavoidable conditions which produce handicaps, such as illness requiring absence from school, as well as mental slowness that results in a child's inability to meet the requirements of a set curriculum. Specific handicaps in reading, spelling, language usage, and arithmetic are then discussed with definite suggestions for remedial techniques. The closing section lists some material and games for use in teaching reading.

## *a study of the causes of absence from school*

### **CHILDREN ABSENT FROM SCHOOL**

*By The Citizens' Committee on Children of New York City, Inc., 136 East 57th Street, New York 22, N.Y. 116 pp. \$1.00.*

This study calls for a revision in the school program for dealing with truants. After a year-long study, it was found that only about fifteen percent of the cases referred to truant officers are unlawfully absent. In these cases absence is merely a symptom of problems in the home, in the school, or in the child's personality; therefore, dealing with the symptom does not remove the cause. The report suggests revision of laws, adequate guidance, and better trained personnel in the bureau of attendance among the steps to help in solving the problem of school truancy. Although the study applies directly to New York, many of its findings are no doubt valid for other school systems.

## *miscellaneous materials*

### **FREE AND INEXPENSIVE LEARNING MATERIALS**

*George Peabody College for Teachers, Nashville, Tenn. 162 pp. 50 cents.*

This volume was prepared as a service to teachers and sells for slightly less than cost. Entries were selected for content, timelessness, readability, and freedom from obtrusive advertising. The materials are classified under about 300 different heads, making easy the location and selection of items for class use.

### **102 MOTION PICTURES ON DEMOCRACY**

*Bulletin 1950, No. 1. Federal Security Agency, Office of Education, Washington 25, D.C. 51 pp. 20 cents.*

The films listed in this pamphlet are grouped under four headings: Films on our Democratic Heritage, Films on the Meaning of Democracy, Films on the Democratic Processes, and Films for Patriotic Occasions. The last group is followed by a list of distributors from whom information may be obtained. The films are 16mm. A summary of each film, as well as recommendations for the use of each, is included.

### **POCKET BOOKS, BANTAM BOOKS, AND THE NEW AMERICAN LIBRARY**

*Exclusive distributor: Scholastic Book Service, 7 East 12th Street, New York 3, N.Y.*

These 25- and 35-cent books for the teen-ager are provided through the Scholastic Book Service, which is designed to supply reading materials for classroom and library use. For lots of ten or more discounts are given. This service is separate from the Scholastic-sponsored Teen-Age Book Club, which provides material for extra-curricular reading.



## Reduction of class size to legal limit sought by New York Teachers' Guild

**2** NEW YORK, N.Y.—To reduce class size to the limits fixed by state law is a project launched by the Teachers' Guild. A letter to Mr. Maximilian Moss, President of the Board of Education, and Superintendent William Jansen has asked for adjustment in the specific cases of those secondary teachers with heavy pupil period loads.

Regulations of the State Education Commission provide in Article XXI No. 170, section 2D (referring to secondary school classes):

*"A school requiring of any teacher more than six teaching periods a day, or a daily teaching load of more than 150 pupil periods, should be able to justify the deviation from this policy."* Thus, the average number of students per class should not exceed thirty.

Large numbers of overcrowded classes, with registers of over 35 students, exist on every level of the school system, a recent survey by the Guild's Grievance Committee reveals.

Board of Education figures contained in "The Tentative Budget Estimate for 1950-1951" show that 46% of 10,647 Academic High School classes have registers of over 35; 18% of 1376 Vocational High School classes; 28% of 896 Junior

H. S. classes; 22% of 4321 classes, Grades 1-8.

Civic-minded organizations are working with teachers to increase appropriations for education, and provide more schools.

The Public Education Association in its recent pamphlet "Double Sessions," summarizes effectively the evils of over-large classes and of double sessions.

1. The overcrowding of classes seriously retards children's progress in learning. Further, children are deprived of development which smaller classes could provide.

2. Teachers are exhausted by the additional tax on their energies, and disheartened by the impossibility of serving the children as their intelligence and training dictate.

3. The community suffers an irreparable loss because of the deficiency in the training of its future citizens.

Elementary schools are now coping with increased registration—the result of the high birth rate in 1939-1941. This increased registration, moving up through the school system, will crowd further the already over-large classes in junior and senior high schools.

From *Guild Bulletin*.

## Seattle local extends influence

**200** SEATTLE, WASH.—Andrew Hess, a member of the Seattle Teachers Union and its delegate to the Renton Central Labor Council, has been elected to the Washington House of Representatives from the 31st District. He served as secretary to the appropriations committee of the House in the 1949 session.

During both primary and general election campaigns he presented a generous program of school support.

With his election school forces have sure support in the legislature.

**200** SEATTLE, WASH.—The *Seattle Teacher* is wearing a "new look" since December, 1950. It is now a four-page printed bulletin  $8\frac{1}{2} \times 10\frac{1}{2}$ . This new form makes the filing of copies easier and provides more space for news and information. The editorial staff is earnestly working to produce a more readable and useful publication.

## Largest of new locals chartered in Chicago

**1083** CHICAGO, ILL.—The Chicago Playground Teachers Union is the only local of its kind in the AFT. Its members are employed by the City of Chicago, and not by the Chicago Board of Education. Playground teachers employed by the Board of Education now belong to Local 1, the Chicago Teachers Union, although some years ago, before the amalgamation of four Chicago locals into one large union, these playground teachers had a separate AFT local.

The charter membership of the new group is about 100, making it one of the largest new locals in recent months.

## Quincy's welfare plan really works

**809** QUINCY, ILL.—The Quincy Federation of Teachers has built up a welfare fund for its members. Payments are made in case of illness or accident. The fund, replenished largely by drives, entertainments, and other union projects, is handled entirely by the union.

**FIGHT HEART DISEASE**

**give**

**FEB. 11**      **FEB. 18**

**AMERICAN HEART WEEK**

## SALARIES SHOW UPWARD TREND

**S**ALARIES always make news both for those who gain increases and for those who see the new schedules as a goal. Some of the following represent real progress; others are an effort to balance somewhat the spiraling cost of living.

**231 DETROIT, MICH.**—An across the board increase in salaries has brought the minimum to \$3150 for an A.B. and \$3350 for an M.A. This represents an annual increase of \$156 spread over the ten-month school period.

**775 IRVINGTON, N.J.**—Although the finances of the board of education did not permit all of the benefits sought by Local 7-5, an increase of \$300 for those on minimum salaries brought the minimum salary for Irvington teachers up to \$2500.

**3 PHILADELPHIA, PA.**—Effective January 1, 1951, teachers of Philadelphia received a yearly increase of \$200, and in July an additional \$200 will go to about 70% of the teachers, to bring them up to a new minimum. New salaries make the maximum for non-degree teachers \$4000, for those with an A.B. \$4400, and for those with an M.A. \$4800.

**511 EAST CHICAGO, IND.**—In East Chicago teachers sign for a forty week school year, but they work only thirty-nine weeks and are paid for one week of the Christmas vacation. A \$15-a-month across the board increase was effective January 1, 1951. This is in addition to a \$100 increase received last July and brings

maximum salaries in East Chicago to \$5050 for those with an A.B. (after fifteen steps) and to \$5450 for those with an M.A.

**1040 WHITING, IND.**—The salary of Whiting teachers may now reach \$5500. Those with an A.B. begin at \$3000 and reach \$5000 in fifteen steps. Those with an M.A. begin at \$3100 and reach the \$5500 salary.

**280 NEW ROCHELLE, N.Y.**—New Rochelle teachers with less than a master's degree begin at \$2600 and reach \$4750 in thirteen steps. Teachers with master's degrees also receive thirteen increments, beginning at \$2800 and going to \$5200. There are three additional steps for those who do work beyond the M.A. Thirty-two additional hours of work are required for the top of \$5700. To many teachers this probably sounds like a good schedule, but in New Rochelle the average annual income is \$9000 and living costs are correspondingly high.

**279 CLEVELAND, O.**—Salary schedules of all certificated teachers was increased \$375 yearly, effective January 1, 1951. This makes the minimum for those with no degree \$2775 and for those with a degree \$3075. The maximum for those with an A.B. becomes \$4875 and for an M.A. \$5175. Substitute salaries were increased from \$10 to \$11 with a provision that after 60 days of continuous service substitutes with a degree will get \$16.18 and those without a degree \$14.60.

## Court upholds tenure in Butte teachers' case

**334 BUTTE, MONT.**—The Butte Teachers Union is to be commended for the courageous stand it took recently in the Butte teachers' tenure case, and it is to be congratulated on the favorable decision won.

Last spring eleven Butte teachers were dismissed with no reason given for the dismissal except that they had reached the age of 65. Under Montana law, however, a teacher may retire at 60 but is not required to do so until he reaches 70. As long as a teacher's work is satisfactory, the choice of retirement age in this ten-year period should be made entirely by the teacher without interference or pressure from the outside. Therefore, the teachers argued that their tenure was secure until the age of 70 was reached.

The lawyers who handled the case have agreed that the decision gives Montana teachers tenure, since it establishes continuous contract status for the teachers and links the section of the law requiring that a teacher, if he so desires, must be given a reason for his dismissal with the section in which the reasons for which a teacher may be dismissed are enumerated.

This court decision will undoubtedly have a far-reaching effect on future tenure legislation.

## Birnbaum acts on TV use

**905 SYRACUSE, N.Y.**—Among the AFT members invited to attend the Midcentury White House Conference on Children and Youth was Eliot Birnbaum, president of 905.

Last year Mr. Birnbaum, a teacher at Onondaga Valley Academy, initiated a TV conference which led to the establishment of a permanent TV committee within the Syracuse Council of Children's Entertainment.

Mr. Birnbaum is vice-president of the Empire State Federation of Teachers Unions, a trustee of the Syracuse Federation of Labor, and a member of the Board of the Syracuse Child and Family Service.

## Lara sent to Puerto Rico

**1020 MONTEREY COUNTY, CALIF.**—Carl Lara, a member of Local 1020, has been appointed to serve as special labor organizer in Puerto Rico. He had been secretary of Labor's League for Political Education and secretary of the joint Labor-Management Apprenticeship Council in Monterey County.



AFT President Eklund chats with some of the leaders of the Wisconsin Federation of Teachers, at its convention. Left to right: John Eklund; Rush Brown, Kenosha, formerly WFT secretary; James Fitzpatrick, AFT vice-president; E. C. De Brie, Milwaukee, past president of WFT. Present officers include: Leo Smith, Eau Claire, president; David Steinbring, Eau Claire, secretary; J. Florence Lewandowski, Milwaukee, treasurer.

## Guild leader attacks merit rating law

**2** NEW YORK, N.Y.—Dr. Abraham Lefkowitz, in a brief to the Board of Education's Fact Finding Committee, made the following observation on merit rating: "Sections 5 and 6—the so-called 'Superior Merit' provisions of the Feinberg Law—constitute another basic cause of teacher unrest. These sections are now playing havoc with our up-state teachers. The method of basing annual salary increments on so-called 'superior merit', instead of on satisfactory service, is unworkable as well as indefensible. No scientific method for determining 'superior merit' has yet been developed. We tried it in our high schools years ago and abandoned it as too subjective and as destructive of teacher morale. Moreover, it tends to deprive able and courageous teachers of their earned salary; brings favoritism and outside political, social and religious influences into our schools; creates jealousy between teachers; causes antagonism between teachers and supervisor, and thus undermines the unity so essential to the proper functioning of our schools. The percentage provisions in section 6 make political manipulation and injustice inevitable. We are very grateful to our Board of Education for ignoring these unsound sections in practice, but our teachers cannot rest as long as they are in the law and could be used later by a less-fairminded board . . ."

### N.J. State Federation plans regular study of needs of locals

The New Jersey Federation of Teachers has planned to stress practical problems of locals at alternate monthly meetings of the Executive Council. Isabel C. Allen, president of the NJFT, said that previously the agenda of the regular monthly meetings had not included a discussion of such problems. The new plan is being undertaken as a means of coordinating the work of the various locals.

The topic dealt with at the January meeting, the economic status of the teacher and the most effective means of improving it, illustrates the type of topic to be considered at the alternate monthly meetings. Discussion is to be initiated by members of the Executive Council but conducted by committee chairmen of the various locals and interested members.



Charlotte Russell, Carl Megel, and John Fewkes of Chicago I welcome Leendert Breure of Holland, guest of Irvin Kuenzli. Mr. Breure, of the executive council of the Dutch Teachers' Association, has been visiting schools in the United States.

## Important gains in school legislation reported for Ohio

The bulletin of the Mansfield Federation of Teachers reports on some of the activities of the Ohio Federation of Teachers during the past year as they affect the overall picture of education in the state of Ohio.

In looking back over the record of the Ninety-eighth General Assembly from the point of view of the classroom teacher, it may be said that considerable good and very little bad legislation was enacted. Through the activity of Raymond Peck, legislative representative and secretary-treasurer of the Ohio Federation of Teachers, and Phil Hanna, legislative agent of the Ohio Federation of Labor, support was provided for such good legislation as:

1. An increased and liberalized sick leave for all public employees.
2. A reduction in the percentage requirement for the passage of levies and bond issues for school purposes.
3. An improvement in the status of substitute teachers.
4. Equalization of property values for tax purposes.
5. Increased workmen's compensation benefits.
6. Provisions for slum clearance and public housing.

Of the unfavorable measures which the Ohio Federation of Teachers opposed, only two, both of a minor nature, were enacted.

Among the undesirable measures which the state AFT organization helped to defeat were:

1. An attack on the teacher's job security.
2. Full certification of teachers after only two years of training.
3. Bills which would require the

teaching of various special courses.

4. A return to the convention method of selecting primary candidates.

5. Prohibition of labor organizations from making contributions to political campaign funds.

6. Several bills to change tax collection or distribution to the detriment of the school program.

The Ohio Federation of Teachers has every reason to be proud of the part played by its two members, Representatives Frank Kin, of AFT Local 250, Toledo, and Representative Joseph Avellone, of AFT Local 279, Cleveland, who ably championed the cause of education in the Ninety-eighth General Assembly of Ohio.

### Cultural programs earn prestige for local

**930** PAWTUCKET, R.I.—While community respect and co-operation are vital to all unions, they are absolutely essential to teachers' unions, for schools and teachers depend greatly on community support. Therefore, any activity which wins admiration and appreciation is valuable.

An excellent device for the promotion of such understanding has been used especially well in Pawtucket, R.I. It has increased the prestige of this AFT union in the area and placed it in a position of intellectual leadership.

For the fourth time the Pawtucket Teachers Alliance is sponsoring a lecture series. Previous series have been well received, but this season there is a complete sell out of 1500 tickets.

# BROTHERHOOD WEEK

FEBRUARY 18-25, 1951

Sponsored by the National Conference of Christians and Jews

